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ABSTRACT

This three-part book contains 16 chapters exploring work-based learning from a theoretical and case-study perspective in the United Kingdom. Part 1, Framing Work-based Learning, contains the following four chapters: "New Practices for New Times" (David Boud, Nicky Solomon, and Colin Symes); "Repositioning Universities and Work" (David Boud and Nicky Solomon); "Knowledge at Work: Issues of Learning" (David Boud); and "Creating a Work-Based Curriculum" (David Boud). Ten case studies in the second part of the book include: "From Once Upon a Time to Happily Ever After: The Story of Work-Based Learning in the UK Higher Education Sector" (Norman Evans); "Making It Work Institutionally" (Derek Portwood); "Ensuring a Holistic Approach to Work-Based Learning: The Capability Envelope" (John Stephenson); "Working with Partners To Promote Intellectual Capital" (Jonathan Garnett, Alison Comerford, and Neville Webb); "The Possibilities in a Traditional University" (Lynne Caley); "Implementing Work-Based Learning for the First Time" (Jenny Onyx); "Smart Work: What Industry Needs from Partnerships" (Nicholas Shipley); "A Challenge to Assessment and Quality Assurance in Higher Education" (Richard Winter); "Setting the Standards: Judging Levels of Achievement" (Frank Lyons and Mike Bement); and "Earning Academic Credit for Part-Time Work" (Iain S. Marshall and Lynn S. M. Cooper). The final part, Past, Present, and Future, includes "Capital Degrees: Another Episode in the History of Work and Learning" (Colin Symes); and "Future Directions for Work-based Learning: Reconfiguring Higher Education" (David Boud and Nicky Solomon). (KC)

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